CLASS Pre-K: Digging Deeper

Kim Roberts
Ashland Early Childhood Regional Training Center
Kim.roberts@ashland.kyschools.us
What Does the CLASS Measure?

**Emotional Support**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

**Classroom Organization**
- Behavior Management
- Productivity
- Instructional Learning Formats

**Instructional Support**
- Concept Development
- Quality of Feedback
- Language Modeling
How is the CLASS Organized?

3 Domains

1. Emotional Support
2. Classroom Organization
3. Instructional Support

10 dimensions

- PC
- NC
- TS
- RSP
- BM
- P
- ILF
- CD
- QF
- LM

Multiple Indicators Define Each Dimension

Multiple Behavioral Markers Define Each Indicator
### How is the CLASS Organized?

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
<th>Indicator</th>
<th>Behavioral Markers</th>
</tr>
</thead>
</table>

#### Emotional Support

**Teacher Sensitivity**

Encompasses the teacher’s awareness of and responsivity to students’ academic and emotional needs. High levels of sensitivity facilitate students’ ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Teacher consistently fails to be aware of students who need extra support, assistance, or attention.</th>
<th>Teacher is sometimes aware of students who need extra support, assistance, or attention.</th>
<th>Teacher is consistently aware of students who need extra support, assistance, or attention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsiveness</td>
<td>Acknowledgement of emotions, comfort and assistance, individualized support.</td>
<td>Teacher is unresponsive or dismissive to students and provides the same level of assistance to all students, regardless of their individual needs.</td>
<td>Teacher is sometimes responsive to students, but at other times is more dismissive or unresponsive; matching their support to the needs and abilities of some students, but not others.</td>
</tr>
<tr>
<td>Addresses Problems</td>
<td>Effective/timely help, problem resolution.</td>
<td>Teacher is ineffective at addressing students’ problems and concerns.</td>
<td>Teacher is sometimes effective at addressing students’ problems and concerns.</td>
</tr>
<tr>
<td>Student Comfort</td>
<td>Seek support and guidance, freely participate, take risks.</td>
<td>Students rarely seek support, share their ideas with, or respond to questions from the teacher.</td>
<td>Students sometimes seek support, share their ideas with, or respond to questions from the teacher.</td>
</tr>
</tbody>
</table>
Emotional Support Domain

How do teachers help students develop

- Warm, supportive relationships with teachers and peers
- Enjoyment of and excitement about learning
- Feelings of comfort in the classroom
- Appropriate levels of autonomy
Positive Climate

- Reflects the emotional connection between teachers and students and among students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

- Relationships
- Positive Affect
- Positive Communication
- Respect
Negative Climate

- Reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and peer negativity are key to this scale.

  - Negative Affect
  - Punitive Control
  - Sarcasm/disrespect
  - Severe Negativity
Teacher Sensitivity

- **Awareness**
- **Responsiveness**
- **Addresses Problems**
- **Student Comfort**

Encompasses the teacher’s *awareness of and responsiveness to students’ academic and emotional needs*. High levels of sensitivity facilitate students’ abilities to actively explore and learn because the teacher consistently provides *comfort, reassurance, and encouragement*. 
Regard for Student Perspectives

- Captures the degree to which the teacher’s interactions with students and classroom activities place an emphasis on students’ interests, motivations, and points of view, and encourage student responsibility and autonomy.

- Flexibility and Student Focus
- Support of Autonomy and Leadership
- Student Expression
- Restriction of movement
Classroom Organization Domain

**How do teachers help students...**

- Develop skills to help them regulate their own behavior
- Get the most learning out of each school day
- Maintain interest in learning activities
Behavior Management

- Encompasses the teacher’s ability to **provide clear behavior expectations** and use **effective methods to prevent and redirect misbehavior**.

  - Clear Behavior Expectations
  - Proactive
  - Redirection of Misbehavior
  - Student Behavior
Productivity

• Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.

  – Maximizing Learning Time
  – Routines
  – Transitions
  – Preparation
Instructional Learning Formats

- Focuses on the ways in which teachers maximize students' interest, engagement, and ability to learn from lessons and activities.

  - Effective Facilitation
  - Variety of Modalities and Materials
  - Student Interest
  - Clarity of Learning Objectives
How do teachers help students

- Learn to solve problems and think creatively
- Get individualized feedback about their learning
- Develop more complex language abilities
Concept Development

- Measures the teacher’s use of instructional discussions and activities to promote students’ higher order thinking skills and cognition and teacher’s focus on understanding rather than rote instruction.
- Focus is on the process of learning
  - Analysis and Reasoning
  - Creating
  - Integration
  - Connections to the Real World
Concept Development

- Discussions and activities encourage **analysis and reasoning**
  - What questions could you ask to promote analysis and reasoning?
- Help students gain a deeper understanding of concepts and develop thinking skills
- Focus on problem solving
- Experimentation and prediction
- Classification and comparison
- Evaluation
Concept Development

• Opportunities for **creativity** are provided.

• Students generate their own ideas and products.
  
  – Brainstorming
  
  – Planning
  
  – Producing
Concept Development

- Activities are integrated with previous learning.
  - Link concepts and activities to one another and to previous learning
  - Embed questions in discussion to help understand what students already know in order to integrate existing knowledge with new concepts
Concept Development

• Connections to life outside of school are made.
  - Help students apply thinking to real-world events
  - Cover concepts and ideas that are a part of students’ everyday experience
What activities did you do this week that helped encourage concept development?
Quality of Feedback

• Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.

  – Scaffolding
  – Feedback Loops
  – Prompting Thought Processes
  – Providing Information
  – Encouragement and Affirmation
Quality of Feedback

- **Scaffolding** supports student learning.
  - Acknowledge where a student is starting and provide the necessary level of help to allow the student to succeed or complete a task.
  - Provide hints and assistance
  - Allows students to perform at a higher level than he/she would be able to on his/her own
Share with a partner:

- Two examples of scaffolding with students in your classroom this past week.
Quality of Feedback

- Teachers persist in feedback loops with children.
  - **Sustained** back-and-forth exchanges between adults and students to help him or her understand ideas or get to the correct answer
  - Follow-up questions help the student engage in the discussion of his/her work to promote further learning and thinking
Quality of Feedback

- Children are asked to explain their thought processes.
  - Focus on helping students understand the process of learning
    - Why did you...?
    - How did you know...?
Quality of Feedback

• Teachers clarify and expand information.
  - Feedback is individualized and specific to context of learning (rather than non-specific “good job” type)
Providing Information

• Expansion
  - The teacher wraps up a lesson on community helpers by asking if anyone can think of a community helper. Alonzo says, “Mail carrier.” His teacher says, “That’s right, mail carriers are community helpers because they bring us our letters and packages.”
• Clarification
  - Child calls a pair of gloves “mittens.” The teacher explains, “Gloves are like mittens because they keep our hands warm, but gloves are different because they have spaces for each of our fingers. Mittens have a big space for all of the fingers on one hand.”
Providing Information

• **Specific feedback**
  - The teacher asks if anyone can tell her two rhyming words. John says, “Cat and hat.” The teacher says, “Yes, cat and hat are rhyming words. Cat has ‘at’ and hat has ‘at’. They sound the same in the middle and the end.”
Quality of Feedback

• **Encouragement and affirmation** increase children’s involvement in learning.

  – Primary reason for feedback is to increase students’ understanding, personal improvement, effort, and persistence or get students to try new strategies

• Results in students being able to persist even when working on more difficult tasks.
Language Modeling

- Captures the quality and amount of teacher’s use of language-stimulation and language-facilitation techniques.
  
  - Frequent Conversation
  - Open-ended Questions
  - Repetition and Expansion
  - Self & Parallel Talk
  - Advanced Language
Language Modeling

- Natural **conversations** are encouraged.
  - Adults often initiate conversations with students.
  - Adults actively listen, contribute relevant responses, and ask related questions.
  - Adults allow students to initiate questions and respond in extended sentences to questions.
  - Students engage in extended conversations with peers.
• Teachers ask open-ended questions that require more complex language to answer.
  - Students respond.
Language Modeling

- **Repetition and extension** honors and models language use.
  - Adults focus first on students’ attempts to communicate and then build directly on the student’s contribution.
  - Adults recast information in a more complex form, extending and elaborating on the student’s language.
Language Modeling

• Teachers connect actions to words with self- and parallel talk.
  
  - Self-talk: Adult says what he/she is doing, linking words to actions.
  
  - Parallel talk: Adult provides language for a student’s actions.
Language Modeling

• **Advanced language** is used and connected to known words.

  - Adults use a variety of words: nouns, verbs, adverbs, adjectives, prepositions and other forms of language new to the students but that map onto concepts they understand.

  - Explicit attempts to extend students’ understanding of language.
Line Up

• The person who has the first or last (depending on directions) birthday in the year is the preschooler. The other person is the teacher.
  - Practice language modeling strategies using a photograph as a prompt.
  - Preschooler or teacher begins conversation based on directions for the specific strategy.
Repetition and Extension
(repeat, elaborate, extend)
Advanced Language
(Use variety of words, connect to familiar words and/or ideas)
Open-Ended Questions
Repetition and Extension
(repeat, elaborate, extend)
Conversation
(back-and-forth exchanges, contingent responding)
Advanced Language
(Use variety of words, connect to familiar words and/or ideas)
Self- and Parallel Talk
(Map actions with language)
Open-Ended Questions
Name That CLASS Dimension!
Analysis and Reasoning: Why and/or how questions, problem solving, prediction/ experimentation, classification/ comparison, evaluation

Concept Development
Addresses Problems: Helps in an effective and timely manner, helps resolve problems
Proactive: Anticipates problem behavior or escalation, low reactivity, monitors

Behavior Management
Transitions: Brief, explicit follow-through, learning opportunities within

Productivity
Clarity of Learning Objectives: Advanced organizers, summaries, reorientation statements

Instructional Learning Formats
Respect: Eye contact, warm calm voice, respectful language, cooperation and/or sharing

Positive Climate
Repetition and Extension: Repeats, extends/elaborates

Language Modeling
Flexibility and Student Focus: Shows flexibility, incorporates student’s ideas, follows lead

Regard for Student Perspectives
Positive Affect: Smiling, laughter, enthusiasm
Punitive Control: Yelling, threats, physical control, harsh punishment

Negative Climate
Student Behavior: Frequent compliance, little aggression and defiance

Behavior Management
Connections to the Real World: Real-world applications, related to students’ lives

Concept Development
Restriction of Movement: Allows movement, is not rigid

Regard for Student Perspective
Scaffolding: Hints, assistance

Quality of Feedback
Sarcasm/Disrespect: Sarcastic voice/statement, teasing, humiliation

Negative Climate
Effective Facilitation: Teacher involvement, effective questioning, expanding children’s involvement

Instructional Learning Formats
Awareness: Anticipates problems and plans appropriately, notices lack of understanding and/or difficulties

Teacher Sensitivity
Routines: Students know what to do, clear instructions, little wandering
Putting It All Together

• Use the scoresheet to take notes on the assigned dimensions during the video clip.

• Discuss with a partner.

• Share your findings with the large group.